

Inspection of a good school: Kings Heath Primary Academy

North Oval, Kings Heath, Northampton, Northamptonshire NN5 7LN

Inspection dates:

25 and 26 April 2023

Outcome

Kings Heath Primary Academy continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils are fortunate to attend this school. They get an exceptional deal here. Leaders and staff help to ensure that pupils embody the four core values of respect, ambition, courage and aspiration. Staff expect pupils to look smart, work hard and behave well. They do.

Pupils say that they are happy here and feel safe. They speak warmly about the staff and their daily experiences. One pupil described the school as being like 'a home from home'. Any rare instances of poor behaviour or bullying are dealt with swiftly and fairly. There are many adults with whom pupils can share their problems or worries.

Pupils have a multitude of opportunities to develop their talents and interests. The weekly enrichment afternoon allows them to try out many new sports and different activities. There are countless visits, visitors to the school and trust events, which pupils appreciate and enjoy, and they benefit from them greatly. This work puts the gloss on their positive academic experience.

The majority of parents and carers hold positive views of the school. One comment, typical of many, being, 'Not only has my child developed academically but also their confidence has improved. They happily go to school every day.'

What does the school do well and what does it need to do better?

Leaders have thought very carefully about the curriculum. It is highly ambitious and well designed. The planned content within each subject is crystal clear. Teachers are left in no doubt as to what they should teach and when they should teach it. Consequently, pupils successfully build their knowledge and skills as they progress from year to year.

Leaders closely monitor the implementation of the curriculum. They provide frequent, constructive feedback to teachers to constantly improve their practice. Teachers have very good subject knowledge. They are quick to spot and correct pupils' misconceptions. As a result, the vast majority of pupils, including those pupils with special educational needs and/or disabilities (SEND), achieve very well.

Teachers check pupils' learning in several ways. 'Do now' tasks at the start of lessons help pupils to revisit and re-cap their previous learning. These tasks help to keep the content fresh in pupils' minds. Informal quizzes and careful questioning allow teachers to check what pupils have remembered. More formal end-of-unit tests tell teachers of content that might need to be revisited.

There is a sharp focus on teaching pupils to read. It is a priority. There is a well-embedded phonics scheme, which starts in the early years. Staff have been very well trained. They adopt a consistent approach. Pupils' reading books closely match the letter sounds they are learning. Frequent checks mean that any pupil who might be at risk of falling behind is spotted quickly. These pupils are given effective support to help them to catch up. This work enables the overwhelming majority of pupils to become confident and fluent readers. They are therefore able to successfully access the rest of the curriculum.

The curriculum for pupils' personal development is exceptional. During daily tutor time, pupils are given opportunities to read, sing, and discuss and debate topical events. There are further opportunities to improve their mental health and well-being by using mindfulness and meditation techniques. There is a plethora of after-school clubs and activities. Pupils in every year group have a residential experience. There are many opportunities for pupils to take on roles and responsibilities. Pupils are knowledgeable about British values and different faiths and cultures. They are polite and respectful to staff, each other and to visitors. Pupils are being very well prepared for life in modern Britain.

There is a robust system for identifying pupils with SEND. This includes children in the early years. Therefore, pupils who require extra help receive it promptly. There are links with specialist agencies, such as the speech and language team. The 'heart' and 'harmony' provisions are successful in supporting pupils with SEND back into the classroom. They also provide sensitive and appropriate emotional support when required.

Leaders lead with aplomb. They are knowledgeable, passionate and effective in their areas of responsibility. There are clear and robust systems in place for leaders to check on the work of others. Consequently, the key aspects of the school are working well. The governing body is skilled. Governors know the school very well. They are provided with detailed information from the principal and other leaders. They also find out things for themselves. The governing body is therefore holding leaders fully to account for their actions.

Staff are happy and proud to work at the school. They appreciate the training opportunities that are provided by the trust, including the specialist subject communities. Staff say that leaders are appreciative of their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have received effective safeguarding training. They are vigilant and know the potential signs of abuse and neglect to look out for. Staff know what to do should they need to report any safeguarding concerns. There are strong links with outside agencies. Pupils and families therefore receive any extra support promptly.

Leaders know the local community and its potential dangers. Consequently, pupils have been taught to stay safe near to railway lines, water and when using the internet.

There are robust procedures in place for the recruitment of staff. The single central record meets statutory requirements.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good on 10 and 11 January 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	140414
Local authority	West Northamptonshire
Inspection number	10211640
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	356
Appropriate authority	Board of trustees
Chair of governing body	Jolen Grantham
Principal	Kim Duff
Website	www.kingsheathacademy.co.uk
Date of previous inspection	10 and 11 January 2017, under section 5 of the Education Act 2005

Information about this school

- The school does not use the services of any alternative providers.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in his evaluation of the school.
- The inspector held various meetings with the principal and other leaders. Meetings were held with four governors, including the chair and a representative from the trust.
- The inspector carried out deep dives in mathematics, phonics and early reading, and religious education. For each deep dive, the inspector looked at curriculum plans, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector spoke with leaders and scrutinised curriculum documents in some other subjects. He visited all classrooms and spoke with pupils from all year groups.

- To inspect safeguarding, the inspector checked the single central record. Checks were made on staff training and staff's knowledge of safeguarding and of the school's safeguarding procedures. The inspector scrutinised safeguarding records.
- The responses from Ofsted's parent, pupil and staff questionnaires were considered.

Inspection team

Peter Stonier, lead inspector

His Majesty's Inspector

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